

North Lincolnshire Special Educational  
Needs and Disability (SEND)

**‘All our children’**

Annual Report

2016 – 2017

Version	Date	Authors
1st	September 2017	Darren Chaplin Julie Frost Linda Tyler

## Introduction

North Lincolnshire's plan for children and young people with Special Educational Needs and Disabilities (SEND) is aligned very closely with the vision and priorities for 'All Our Children 2020' set out in our North Lincolnshire Education and Skills Plan.

It is recognised that the significant reforms introduced by the Children and Families Act 2014 and the accompanying SEND Code of Practice are a tremendous opportunity to build upon the work already in progress to improve outcomes for children and young people with SEND and their families.



These reforms emphasise a holistic, integrated and graduated approach to meeting the needs of children and young people with SEND across education, health and care. This annual report summarises the work we have undertaken in 2016 - 2017 to implement the SEND delivery plan and the SEND Code of Practice and highlights our achievements and areas for continued development. This report goes beyond raising educational standards because for children and young people with SEND all partners have a very important role.

By further developing these relationships and through joint planning and delivery of services, we are confident that we will further improve outcomes for children and young people with SEND.

Much has been achieved since the introduction of the Children and Families Act, including:

- Full compliance with the SEND reforms and North Lincolnshire is on target to complete all conversions of SEN Statements to Education, Health and Care Plans (EHCPs) by the end of March 2018.
- The vast majority of all education settings are judged to be good or better by Ofsted – a strong foundation upon which 'All our children', including those with SEND, can achieve better educational and life outcomes.
- Significant improvements in education outcomes for our children and young people with SEND both at SEND Support and those with EHCPs at all Key Stages of learning – testament to the engagement and aspiration of all North Lincolnshire education settings to improve outcomes for 'All our children'.
- Publication of a SEND Local Offer that meets all compliance requirements and is accessible to both families and professionals. This continues to evolve as the Local Offer of information, advice and support changes through the influence of child, young person and family voice.
- The voice of children, young people and families has gone from strength to strength during this period with 'co-production' being the key to all that is done in North Lincolnshire. The Parents' Involvement and Participation Group (PIP) has been instrumental in leading and supporting partners to do this more effectively so that the Local Offer truly reflects what families would like to see.
- Partners and agencies across education, health and care and wider continue to play a full part in SEND developments through North Lincolnshire's Children and Young People's Partnership,

SEND Partnership and the Education Inclusion Partnership, including the development of this new SEND Inclusion Plan.

- Governance and accountability arrangements for SEND have been strengthened through the introduction of a SEND Standards Board. The membership of this Board includes senior leaders and chief officers from partner agencies.
- There is a new Joint Strategic Needs Assessment (JSNA) in place that specifically focuses upon SEND populations and prevalence of need. This will help to inform our SEND commissioning intentions for the period 2017-2020 and beyond.

Whilst a significant amount has been achieved there is still more to be done to ensure that children and young people with SEND in North Lincolnshire achieve even better outcomes. In 2017 we were involved in a very successful peer review of our local area SEND services and provision, which identified significant areas of strength with some areas for consideration which have been included within our SEND Strategic Plan.

## What have we done in 2016–2017?

*'Right Service, right time, right place'*

North Lincolnshire is fully compliant in relation to the SEND Local Offer in line with the requirement of the Children and Families Act 2014, its associated regulations and the SEND Code of Practice. The Local Offer website [www.northlincslocaloffer.gov.uk](http://www.northlincslocaloffer.gov.uk) has received encouraging and positive feedback from the DfE through their monitoring visits to evaluate how well we are implementing the SEND reforms.

<a href="#">Home</a>	<a href="#">What are Special Educational Needs and Disability?</a>	<a href="#">What is the Children and Families Act 2014?</a>	<a href="#">What is the SEND Local Offer?</a>	<a href="#">What is Early Help?</a>	<a href="#">What is an Education, Health and Care Assessment?</a>	<a href="#">Where can I find Independent Help and Support?</a>
----------------------	--------------------------------------------------------------------	-------------------------------------------------------------	-----------------------------------------------	-------------------------------------	-------------------------------------------------------------------	----------------------------------------------------------------

Search Term:

### Welcome to the SEND Local Offer - North Lincolnshire

The SEND Local Offer in North Lincolnshire aims to provide you with the information you may need, or want to know, about resources, services, support, activities and events for North Lincolnshire's children and young people with Special Educational Needs and/or Disabilities and their families. Information is arranged according to age from pre-school through to early adulthood.

*Following a monitoring visit the DfE have said that North Lincs Local Offer website "was among the best seen". Other positive comments made were that "the site was easy to use and had good visual appeal" and "accessibility options were very easy to use and effective".*



**Early Years**

0 - 5 year olds



**Primary**

5 - 11 year olds



**Secondary**

11 - 16 year olds



**Young Adults**

16 - 25 year olds

We are highly ambitious for our SEND pupils. Our aim is to rapidly move beyond compliance to being amongst the best in the country for our SEND provision in line with the principles and ambitions of the SEND reforms. We, therefore, see our Local Offer evolving and continually improving to meet the needs of our children and young people with SEND and their families. The views of young people themselves and their parents and carers are central to achieving this.



Our Local Offer Consultation and Feedback Annual Report 2016-2017 '**You Said, We did**' can be found on our local offer website:

<http://www.northlincslocaloffer.com/s4s/WherelLive/Council?pagId=836>

The 2017 Peer Challenge found 'The Local Offer is strong and is evolving continuously and creatively. Recent events to raise awareness of the Local Offer to parents, children and professionals have been well received. The Local Offer website is well presented and accessible. An app has been developed for emotional health and wellbeing. There is a clear understanding across all staff of the need to signpost, share information and enable parents to access the Local Offer. Examples of engagement and commitment include: parents have co-produced a video about families and EHCPs / Personal Budgets.'

A recommendation to develop the young adults section of the Local Offer is underway.

Early Identification and early intervention is supported by the use of early help assessments at any age, this is well developed.

The School Support, Graduated approach Document outlines within school SEND processes at Universal, Targeted and High Needs levels.

The Early Years SENCO handbook provides guidance and support to Early Years Providers.

The Education Inclusion SEND teachers work with schools on 'Great to be Good' and monitors the progress of children with SEND needs in literacy and numeracy.

The North Lincolnshire Helping Children and Families (Threshold) document sets out our processes for responding needs at different levels of intervention.

All EY settings and schools undertake assessment of children and young people through the curriculum. Schools use additional assessments. School SENCOs are supported in selecting additional assessment materials through the SENCO networks and SEND advisory teachers.

Schools use the toolkits as advised by specialist services. Schools also use the Boxall profile and secondary schools use the SDQ as advised in Future in Mind.

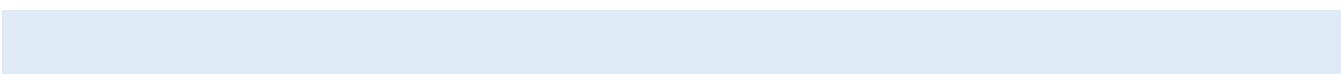
There are clear pathways for assessment for Autism spectrum disorders between the Autism Spectrum Education Team (ASET) and the Child and Adolescent Mental Health Services (CAMHS).

There are robust systems for the assessment of children and young people for EHC plans and for the review of these plans across the ages.

Children and Young People who register with casualty for self-harm are followed up through a monthly review of cases meeting with Health and Care.

There are robust systems in place to support vulnerable young people with regard to transgender issues, Child Sexual Exploitation, self-harm and trauma.

There is a well-developed system for the assessment and intervention of young people engaging in harmful sexual behaviour.



Short breaks enable parents/carers of disabled children to have a break so that they are able to continue to care for their children for the longer term. Children, young people and their parents/carers are engaged in the development of their Short Break and participate in different activities to aid their development. Positive feedback from service users evidences parents/carers are confident in the skills, knowledge and attitude of support workers.

As a result of the Short Break review we are now developing a creative, care network based group short breaks programme incorporating the findings from the review:

- age appropriate with engaging activities for the varied age and abilities children and young people
- provide more activities for children and young people with autism; and 16+ to promote independence and life skills
- deliver a wider range of activities during school holidays; and holiday clubs, trips away and social evenings
- give certainty to providers to enable them to recruit and maintain a consistent staff structure
- develop befriending / buddying activities

We are working collaboratively to develop a comprehensive understanding of the population as a whole, overlaying this with market availability. We envisage this will enable us to effectively develop a creative and rigorous approach to service delivery in the future.

Short Breaks feedback evidences the service is meeting outcomes for parents/carers and children / young people:

***"A loves cheeky chimps and he's made so many friends. It's really good now, there's so many activities going on, I can see all the volunteers are interacting with all the children and I feel happy to leave him knowing he loves it here"***

***"He loves it and he's grown so much more confident just by coming over the summer"***

***"He might not be able to say it but he absolutely loves coming, you can see it in his smile and how he gets so excited when he knows it's nearly time. You can tell he enjoys participating through watching as he smiles from ear to ear, I know how important this is to him"***

The Complex Needs Play Scheme is a holiday provision which enables children with complex health needs to access stimulating and fun activities alongside their peers, whilst enabling their parent/ carer a break from their caring role. A representative of the North Lincolnshire Parent's involvement and Participation (PIP) Forum was fully involved in the recommissioning and evaluation of bids, ensuring parent's voice was an integral part of the process. Health partners fully support the play scheme for the life span of the contract, providing training to staff, co-production of health care plans and direct health support. The Health personnel who support the scheme are full time staff within the local special schools, resulting in the children, young people and their families being familiar with them prior to the scheme.

The Complex Needs Play Scheme is facilitated throughout the summer and Easter holidays, with children being nominated to attend. We have seen an increase in the attendance at the play scheme with 21 young people attending the summer 2015 scheme, increasing to 34 at the summer scheme in 2016, we anticipate this increase will continue year on year. Children and young people are offered a taster session in order for them to get a sense of how it may be for them during the next long holidays if they were to attend. In addition trained nursing staff were on site to provide support and guidance to all the staff involved in the care of the children. Child-specific training is delivered, for example, peg feeding, moving and handling and emergency medication.

Activities offered throughout the sessions are sensory activities, ball pool, parachute game, selection of toys, musical instruments, bubbles, messy play and outdoor space is available. Weeks are themed and for the last Scheme were, Hawaii, Disney, Alice in Wonderland and Superheroes. Workshops were brought in to include a music workshop, a Disney 'Frozen' singer, Superman and Street Beat musician.

An overwhelming majority of feedback from parents is that their break enables them to continue in their caring role. A very large amount of feedback identifies the variety of activities available to their children to enable recognition and achievement of their potential, and the high level of organisation demonstrated by the services involved. Parents / carers feel assured that their children are safe and enjoy good health and emotional well-being. Examples of feedback include;

- “*There was a lovely atmosphere and the children were all happily engaged with their activities and key support people, it was a lovely calm and engaging group.*”
- “*Very pleased with the staff and play scheme. Very grateful for the break*”
- “*He loves coming to play scheme as it keeps him occupied and keeps his routine. He also does a lot of things that he enjoys that could be sometimes harder to do in the community*”
- “*Brilliant staff and well prepared. Child happy and well looked after “T has had a lovely time and always came in full of smiles”*

North Lincolnshire has undertaken a full review of specialist education provision – including how this relates to the mainstream education offer and also the need for some out of authority educational placements for children and young people with complex needs. Sufficient and appropriate services are available to meet the needs for those aged 0-25 years, with an EHCP or a statement of SEN and those at the SEN Support level, with complex or High-level Low-incidence needs; working in partnership with our health partners and neighbouring Authorities. The implementation of a robust monitoring programme is in place to ensure services are compliant with local and statutory agreements as well as meeting the individual’s needs and overarching outcomes.

- There are clear pathways for the admission of children and young people into Special Schools, attached units and alternative provision.
- A review of SEND provision has led to work with an external provider to develop a Special Free School for SEMH (Behaviour) and a Special post 16 provision for young people with significant SEND needs.
- There are strong links between specialist services in education and health. PF Associates have delivered training in the special schools and are working with children who have experienced attachment and trauma needs
- Mental Health Champions in schools have been nominated as part of the Targeted Mental Health in Schools initiative and are being supported in their training. EPS and CAMHS are developing joint protocols for working together with them.
- The Early Help assessment remains the preferred assessment tool to accompany requests for involvement with specialist services. Specialist Services may ask for additional assessments.

We are committed to supporting young people with SEND and their families in preparation for adulthood. Our aspiration is that young people's transitions to adulthood are well planned, integrated, person centred, and take place at the right time for the individual and family members.

A thoughtful and timely review of service has been undertaken considering the structure, location and role of teams in order to enable us to effectively implement the changes identified within Children and Families Act, particularly those relating to the changes to 0-25yrs. The review has resulted in the development of the Virtual School and Inclusion Team.

In line with the Care Act 2014 proportionate assessments are completed in order to assess unmet need which will require support in adulthood. These assessments are completed with consent or through applying the principals of the Mental Capacity Act (Best Interest). Social Workers within the Children's Disability Services are knowledgeable regarding the implications of the Act and are committed to introducing the principles at an early stage within the families' journey. This supports the empowering of young people to be at the centre of their support through person centred planning including offering young people appropriate support and guidance in relation to positive risk taking, in recognition to the choice and wishes of young people with capacity.

The Cygnets is a residential short breaks unit which offers overnight short breaks to children and young people aged 5-18yrs old. The staff at the Cygnets are committed to supporting all the young people to do as much as possible for themselves in all areas of their lives. Their individual targets reflect this and their 'I cans' are a celebration of their achievement. As the young people develop, many of the targets focus very much on developing life skills which will support them as they transition into adulthood.

During the last 12-18months, the Cygnets staff have supported some young people to attend a 6 week Independence Programme at Blossom lodge, which has enhanced the work already taking place at the Cygnets. Ofsted commented on the programme within their recent inspection where Cygnets was judged as Outstanding.

**Through an independence project, children and young people have developed an extensive range of skills. This includes planning, shopping, cooking, kitchen chores, communication and evaluation. The successes and experiences children and young people achieve, contribute significantly to their preparation for adulthood'**

*'Ofsted Inspection Report January 2016'*

The Children's Continuing Care Nurse continues to be a point of contact for health, education and social care professionals who require support and advice on the referral and completion of the Pre-screening checklist tool for adult CHC. Working closely with the Children's Community Nursing team they identify those young people who will require consideration for the completion of a referral to adult social services and a pre-screening checklist tool to be included within their holistic transition plan. The development of a Children's Specialist Nurse role within the team to focus on a caseload of those children with complex medical/health needs has been pivotal in coordinating the timely identification and completion of necessary referrals for this cohort of young people.

North Lincolnshire CCG has made the decision to combine the role of Children's Continuing Care Nurse assessment with the functions of the Designated Clinical Officer for Special Educational Needs as outlined in the Special Educational Needs and Disability code of practice: 0-25 years (DoE, 2014). This role was embedded permanently into the structure of the CCG in October 2016 upon evaluation of the perceived benefit of using a dual qualified member of the nursing team with extensive adult and children's nursing experience. This role enables the seamless transition of those young people remaining in education post 18 years who may have complex health and/or medical needs.

The North Lincolnshire Adult Continuing Health Care team has a clear pathway for the referral in of young people who may have possible continuing care needs identified through transition planning. At 16 years of age a pre-screening checklist (PSC) for full assessment should be completed by the health and/or social care

professionals involved with the young person. Upon receipt of a PSC that recommends that the person's needs have triggered for a full assessment the Adult Continuing Health Care team will endeavour to have this undertaken as close as possible to the young person's 17<sup>th</sup> Birthday. There is representation usually from one or both of the Children's Continuing Care Nurse/Designated Clinical Officer for SEND and adult Continuing Health Care at all of the scheduled 'Preparation for Adulthood' group meetings.

### Careers and Progression for young people with SEND

The Careers and Progression team works with young people aged 13 to 25 and their families to focus on future educational and careers options/ preparation for adulthood, whilst contributing to the young person's EHCP.

North Lincolnshire has developed a systematic, integrated approach to young people entering adulthood through the Preparing for Adulthood Operational Group. Membership of this group includes Social Care, Education, and Special Schools, Health colleagues (specialist learning disability nurses and continuing health care nurses). The information gained by this group has resulted in an effective tracking, monitoring and planning process which is flexible and creative. This allows scoping and trends to be shared with commissioning to ensure that the market can be developed to meet the needs of young people.

The group also included the North Lincolnshire's dedicated transitions officer, whose role is to support young people, and their families through the transition process.

In order to further develop a seamless approach which is transparent, well planned and organised North Lincolnshire has developed an overarching Transitions to Adulthood policy. The policy drives forward an integrated approach in support of early intervention and prevention, an easy read version of this policy is being developed by our expert by experience to ensure the policy can effectively inform young people and their families.

Significant consideration has been given to the practices adopted by the Children's, and Adults services in order to further improve a seamless approach to young people and their families. As a result the Children's Disability Team and the Adults Social Work Team are now co-located within one building. It is envisaged that this will enable practitioners to develop a consistent approach to supporting families, with Children's services introducing a consistent approach to preparing for adulthood at the earliest opportunity.

The integration will also enable a joint decision making forum to be developed, ensuring resources and services are consistent throughout a young person's journey.

It is acknowledged that a young person's transition from Secondary education to post 16 is a pivotal point in their overall transition to adulthood, a seamless approach here vastly improves future outcomes for young adults. As a result regular, in depth discussions are being held with the local colleges to ensure transparent processes are in place to develop holistic transition plans for children with SEND, particularly those transferring from specialist secondary provision. This will be further enhanced by the recent review of the role for the careers and progression team.

Significant consultation with young people and their families identified a need for group based short breaks to further support young people in their preparation for adulthood. As a result the new group based short breaks timetable will include specific activities for post 14's including cook and eat sessions. Consideration is also being given to how independent travel training can be incorporated into short break activities.

Group based short breaks are now being held within Community Wellbeing Hubs, this will aid young people, and their families becoming familiar with the support and resources available to them within their localities, supporting them being able to access these as young adults independently from services where appropriate.

For those young people who are coming to the end of their post 16 education provision, the Careers and Progressions team have held "Preparation for Adulthood" days in the Autumn terms. A range of agencies attend to provide information and support for young people and their families preparing to transition from education to employment, training, voluntary work, or alternative activities and provision through adult

services and the Community Wellbeing Hubs. This information enables children, young people and their families to plan and prepare with the professionals who support them.

Where young people become NEET (not in employment education or training) the team work with the young people at the Action Station and help them secure alternative education or training opportunities. This can include referrals to Springboard for those who are seeking work. For those over 16 in need of support to improve prospects of finding work, currently unemployed or looking to progress in a career the Action Station can help track down the right options.

Representatives from Adult Services, Community Team Learning Disabilities Team and the Housing Development Officer attended a consultation session with parents about housing models for young people at St Hugh's School in April 2016. This came about due to a request from parents for a series of workshops, including employment, health, further education etc. We discussed specialist accommodation and designs for the new build DFG pilot project, and other potential pipeline projects. As a result of this the designs for the DFG project have been created, funding bid for and achieved and we are now looking to move forwards with planning permission. Specific Housing booklets for people with a learning disability (easy read) and a separate booklet for carers were updated for this meeting, and have been published the North Lincolnshire Council website.

#### [\*\*Personal Budgets for health\*\*](#)

The introduction of the offer of Personal Health budgets in 2014 has provided some local young people who are eligible for fully and/or joint funded packages of support via adult CHC to plan their support in a more individualised approach. For example empowering them to access appropriate psychological support services at the point of need to prevent deterioration in mental health needs that would ordinarily escalate to requiring higher tier mental health services.

#### **Ambition: Support for SEND children and young people who experience complex and challenging behaviours will be improved to minimise impact and to enable families to be together.**

The majority of our children and young people with SEND attend local schools and colleges with additional support accessed through the SEND graduated approach. Where this is not appropriate they may attend one of our two special schools or a North Lincolnshire independent specialist provision.

It may be necessary to commission a specialist independent provision for children and young people with the most complex needs and this is managed through our Complex Care Commissioning Panel, a multi-agency panel with representatives from Education, Health and Care.

We are increasingly able to meet individual needs locally and have reduced the number of external placements by developing our provision within North Lincolnshire. In 2016-17 we expanded our provision to support young people with Social, Emotional and Mental Health needs by reshaping our services and creating a new provision for pupils at KS2. We also worked with a post 16 provider to develop an independent specialist education and training establishment which can also offer supported internships for young people with an EHCP.

We have worked with schools and colleges to address the numbers of exclusions particularly for those at SEN support and have introduced the Fair Access and Inclusion Panels at both primary and secondary /post 16 and developed peer support and challenge and opportunities for managed moves to prevent exclusions.

The Post 16 Engagement Panel enables key partners and specialist teams to identify young people who may drop out of education and training / potential NEETS and develop cross partner solutions to re-engagement for our young people.

**Ambition: Person/family-centred focussed Education, Health and Care (EHC) Plans will be well established for those children and young people with the most complex needs. These EHC Plans will be strengths-based, outcome focussed and incorporate education, health and care needs.**

Our EHC Plan format has been co-produced with children, young people and their parents and a range of professionals from Education, Health and Care. At the request of Foster Carers and Social Workers, our Personal Education Plans (PEPs) for looked after children are based on a similar format to ensure consistency and ease of use for families and professionals.

EHC planning is highly effective within North Lincolnshire. A very large majority of EHC plans are completed within the statutory timeframe of 20 weeks which is well above the national average. The DFE audited our format and noted 'clear descriptions of provision and well stated outcomes'. In 2015 the majority of children and young people with an EHCP have achieved more than half of their agreed outcomes at the time of their first annual review.

The voice of children and their families is central to the EHC process and is recorded within every plan. Feedback from children and their families has been overwhelmingly positive; they value the new planning format and the new role of EHC Plan Coordinators who support them through the process. Education, health and care partners engage fully in the assessment process and attend the Special Educational Needs Advisory Panel (SENDAP)

In 2016-17 we are increasing the participation of young people and their families by the introduction of a web based Wiki so that they can tell their story once and share this information with a range of professionals involved in their lives. This will enable our plans to be even more person centred and meaningful to children, young people and their families.

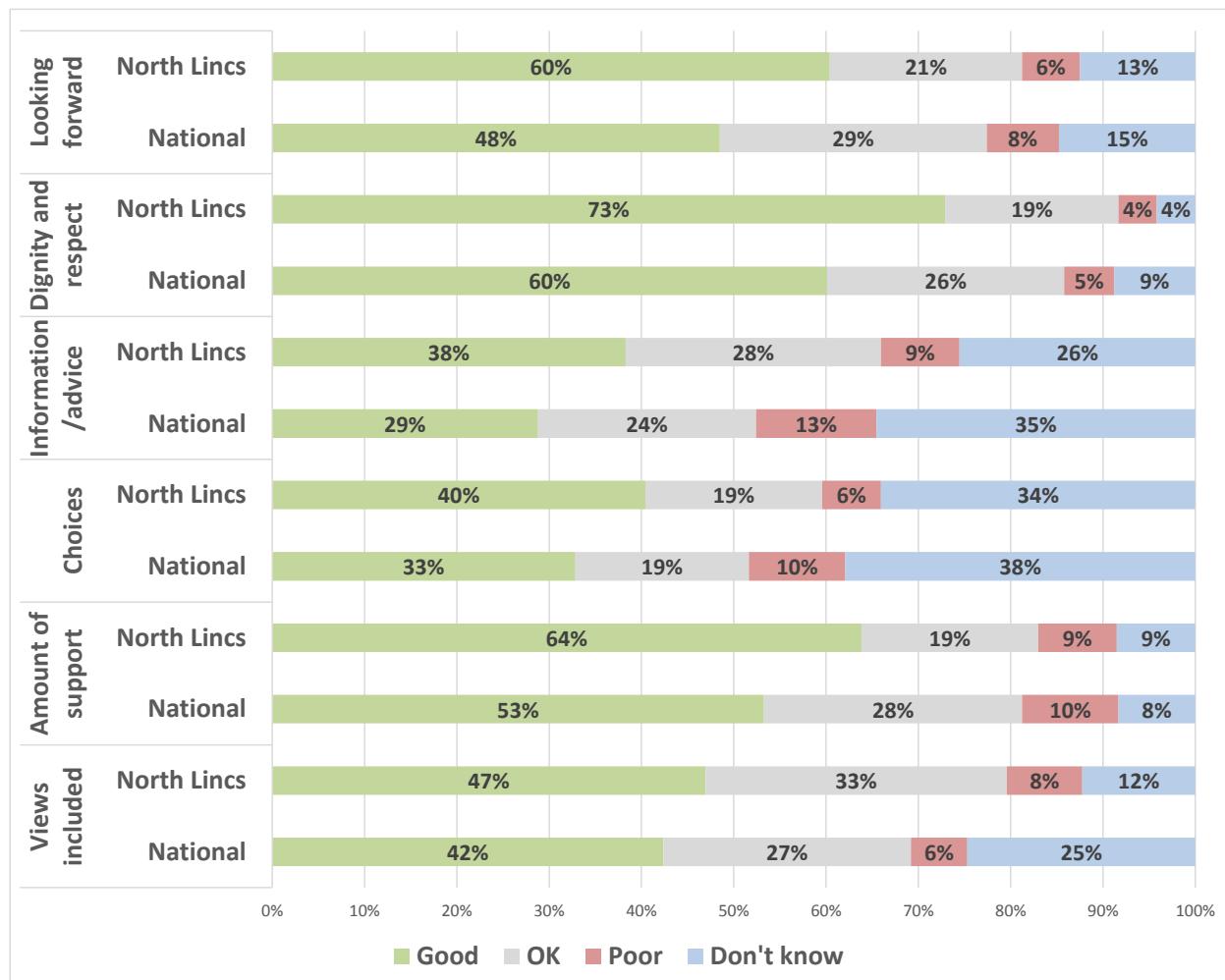
We also introduced a Personal Outcomes Evaluation Tool (POET) to capture their voice more systematically and use this feedback to improve service delivery. POET is able to benchmark the voice of children and young people in North Lincolnshire against the responses from children and young people from other parts of England.

78% of children and young people reported they were actively involved in writing their own EHCP compared to 63% nationally. This was confirmed by the Peer Challenge team when they interviewed children and young people in June 2017:

- *children and young people talked of high quality Plans which added value to their progress. Examples included:*
  - *Young people (post 16) describing regular reviews of Plans and flexibility in re-negotiating targets and aims*
  - *Children (primary) speaking enthusiastically about EHCP processes which are child friendly and enable peer advocacy*
  - *Parents experience of EHCPs is largely positive*
- *You have an outcomes evaluation tool for EHCP reviews*
- *The EHCP process described and shared by children in St Luke's is child and family friendly*
- *We noted a particular example of making Plans more user friendly in one setting where outcomes are transferred onto a single page – 'a passport'*
- *There is collaboration and robust challenge in relation to SEND and inclusion, focussed on the needs of children.*
- *In relation to collaboration we heard of several examples. Schools noted good support in transitions from statements to EHCPs*

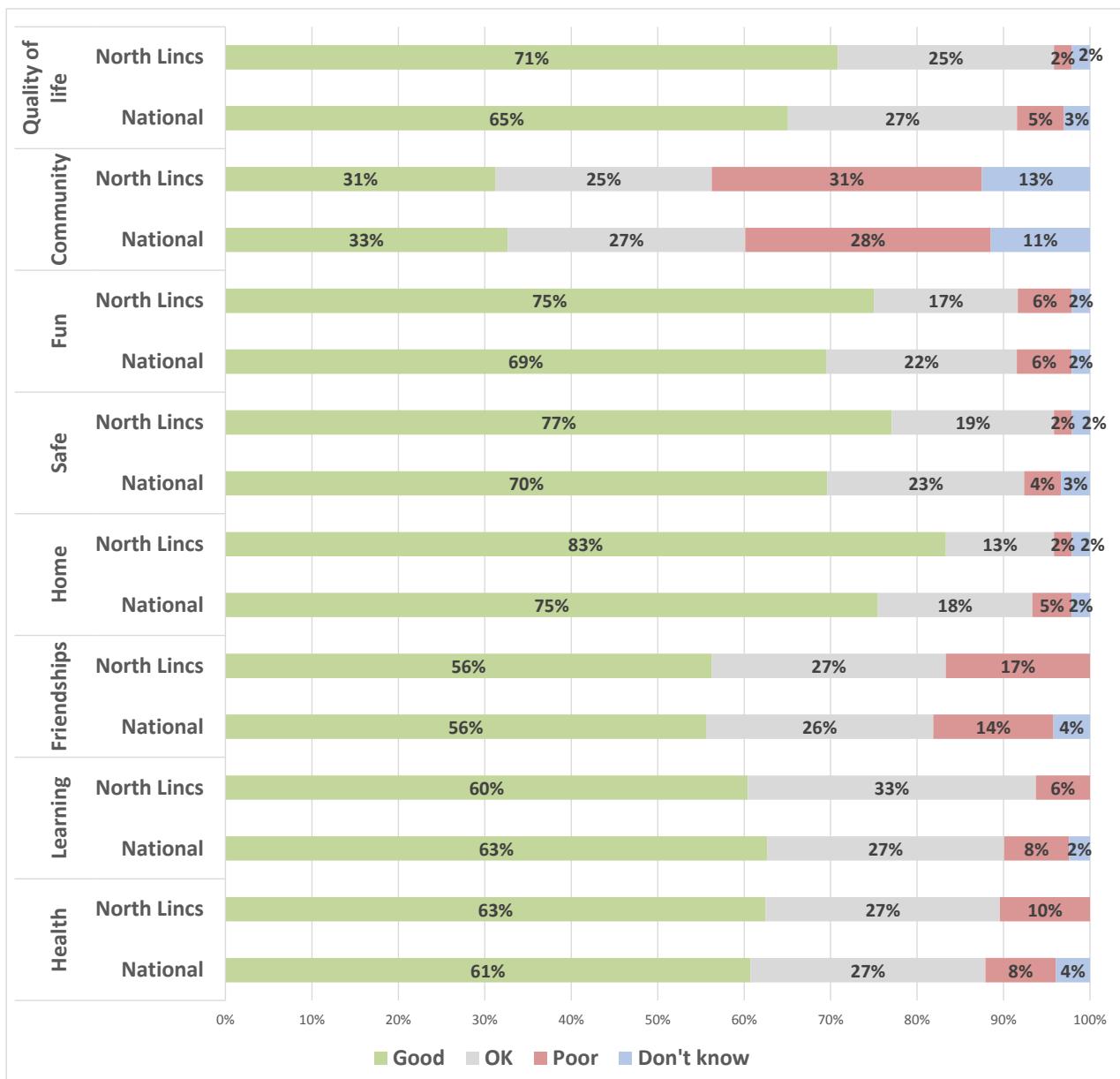
The POET survey asked children and young people to say what they thought about six different aspects of the support they had received over the past 12 months:

- **Being heard:** My views are included in my plan.
- **Level of support:** I get the right amount of support.
- **Choice about your support:** I can change my support if I need to.
- **Information:** I have information to make decisions about my support.
- **Dignity:** I am supported with dignity and respect.
- **Looking forward to the future:** The support I get helps me for life in the future.



The POET survey asked children and young people to say how well the support they get had helped them with eight different areas of their life:

- **Your health:** I am as healthy as I can be.
- **Learning:** I do the best I can at school, college or work.
- **Friendships:** I enjoy time with friends.
- **Your home:** I enjoy my home and family.
- **Feeling safe:** I feel safe at home and out and about.
- **Recreation:** I take part in activities I like.
- **Community:** I can do things in my local area.
- **Your quality of life:** I can enjoy being relaxed and happy.



We have used the information gathered from the POET survey to inform our new SEND Inclusion Plan 'All our Children' 2017-2020 which will have an increased focus on the four areas of preparation for Adulthood – in particular :

**independent living** – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living

- **participating in society**, including having friends and supportive relationships, and participating in, and contributing to, the local community

**Ambition: A co-ordinated and integrated training and development offer will enhance the confidence and competence of the workforce to meet the needs of SEND children and young people – across all settings and providers and including the voluntary and community sector.**

In 2017 we introduced an E-learning module on the SEND reforms and the Local Offer for staff working across education, health and care

The SEND Reforms and Local Offer

**Changes to the Special Educational Needs and Disability System**

Since September 2014 the biggest reforms of Special Educational Needs and Disability (SEND) legislation for the past 20 years have started to be implemented. These will take place over a number of years. Included in the legislation is a new SEND Code of Practice which provides guidance around new ways of working.

Click or tap on the blocks below to find out more

- SEND reforms - the vision
- Plans and co-ordinated support
- Working together
- The Local Offer

The E-learning module is intended to ensure that all staff working with children and young people with SEND and their families are aware of the Children and Families Act 2014, the SEND Code of Practice and the Local Offer and the practical implications for families. It includes an introduction by the chair of the PIP Forum and interactive activities to apply the knowledge gained into a practical context. Altogether more than 200 colleagues have completed this e-learning module already.

Schools and colleges are crucial to the successful implementation of the SEND reforms. Specialist teams across education, health and care have supported our providers to embed the changes and implement the reforms successfully. Working in partnership with families is a local priority for schools, services and agencies.

### Education Inclusion (SEND Teacher) support and challenge?

North Lincolnshire recognises the Special Educational Needs Co-ordinator (SENCO) as a key role in schools and colleges for enabling the strategic development of SEN provision, teaching and learning, leading the management of staff and deployment of resources. Two additional Education Inclusion SEND Teachers were therefore recruited in 2016 to work with SENCo's, helping them perform this key role and embed high quality support for children and young people with SEND. Their work with SENCo's focussed on:

- Implementing the SEND Code of Practice.
- Promoting the early identification of children and young people's needs.
- Developing whole school strategic management of SEND using the Good to Great Toolkit
- Following a graduated approach using, the 'assess, plan, do and review' model of intervention

As part of their 'challenge' to schools, Education Inclusion SEND Teachers used a variety of quantitative and qualitative information to prioritise areas of improvement for schools and academies to address. These included:

- End of key stage pupil progress and attainment data
- Ofsted judgments
- Attendance and exclusion rates
- Feedback from casework teams.
- Parent and family feedback

The 2017 Peer Challenge identified evidence of :

- “SEND featuring in school governor activity and mechanisms in place to ensure their understanding of SEND issues.
- A system which provides support to education providers, including:
  - a strong, effective SENCO network with a pro-active and supportive culture. The network has promoted a joint training day for schools and colleges. The network is well supported by the schools themselves, but also by SEND teachers who go into schools to support SENCOs
  - Good use is being made of teaching expertise in Primary SEND, with teachers deployed to provide outreach support in other schools
  - Secondary schools praised the ASET team as supportive and responsive
  - Direct telephone access to CAMHS has been a significant step in increasing the accessibility of services”

The Peer Challenge members “were impressed with the collaboration between the LA and CAMHS to provide clinical psychologist support in St Luke’s school which has had a powerful and positive impact on meeting the emotional needs of extremely vulnerable children. The joint funded nurse educator role is a positive and innovative step.”

The Education Inclusion (SEND Teachers) support and challenge Schools and providers using a graduated approach :

- Visits to schools to help SENCo's embed a strategic approach to SEND provision.
- Using SENCo feedback collected during school visits to inform ongoing support.
- Analysing and interpreting school achievement data.
- Supporting identified schools to develop accelerated improvement.
- Funding Achievement for All support for targeted schools.
- Monitoring the impact of Achievement for All on pupil progress and attainment.
- Delivering specific training for school staff including child-centred reviews and transitions to ECHP's.
- Delivering emerging workforce training to Scitt and NQT cohorts.
- Sharing DfE updates and resources with schools e.g. The School Leaders Pack.
- Providing templates and examples of good practice to schools to help them develop published materials which are easily accessible and user friendly.
- Hosting SEND Inclusion conferences which are well attended and useful to young people, their families and professionals.
- Auditing school websites and providing feedback on quality and compliance.
- Holding briefing sessions for Governors.
- Sharing transition information and letters to all parents of children and young people with statements. Regular parent meetings have been held to discuss the SEND reforms.
- Monitoring the numbers of SENCo's achieving the National SENCo Award to gauge the quality of professional standards to be expected in schools.
- Responding promptly and efficiently to all SEND enquiries from schools.
- A Head teacher/Principal SEND Bulletin has been published and circulated to leader in all schools and colleges.

**A range of professional development if available to education providers and has been accessed by a wide range of professionals including**

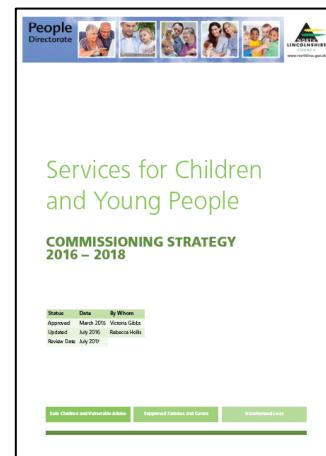
- TAMHs Networking Meetings
- PSHE Network Meetings
- Behaviour Networks
- Nurturing Leads Networks
- Primary SENCO Networks
- Secondary SENCO Networks
- Termly Designated Teacher Networks

- New to SENCO in North Lincolnshire (Primary & Secondary Phase)
- An Introduction to the SEND Code of Practice
- Effective Use of Teaching Assistants (SEND)
- Statutory Assessment Training (SEND)
- EHCP Transfers
- Safeguarding Awareness,
- Safeguarding and Child Protection
- Safeguarding Refreshers
- An Introduction to the role of the Designated Teacher for Looked After Children
- Looked After Children Training for Early Years- Designated Person
- A PREVENT Resource: Joint working with Humberside Police, schools and academies
- Information, Advice and Guidance for Designated Senior Leads
  
- Early Years SENCO Training- Writing SMART targets
- Early Years SENCO Termly Updates
- Early Years SENCO Termly Locality Networks
- Update- Early Years SEND Inclusion Handbook
- Early Years SENCO- Introduction to the role of the SENCO
  
- A Closer look into Autism Spectrum
- Dyslexia Friendly Classrooms
- An Introduction to Dyscalculia
- Moderate Learning Difficulties
- Assessments
- ADD/ADHD
- Top Tips Behaviour
  
- Creative Solutions to Mental Health: Therapeutic Toolkit
- PSHE Education in Primary Schools
- PSHE- Primary Working Group
- PSHE- Preparing to teach mental health
- Anti-Bullying
- TAMHs Network Group Anxious Children
- TAMHs- Soothing Anger
- Early Language Development Programme
- Talk Strategies- Embedding Success
- Independent Learners
  
- NQT- Introduction to SEND- code of practice
- Primary NQT- Developing Toolkit to support Low Levels of Classroom Behaviour
- Secondary NQT- The Teenage Brain and Behaviour
- NQT- SEN and Inclusion
- NQT & RQT- Resilience Development Programme
- Primary NQT- Safeguarding, CSE & Prevent

**Ambition:** There will be increased opportunities for joint commissioning of services / provision across education, health and care (Integrated Commissioning Partnership) with robust contracting and monitoring arrangements to ensure quality and achievement of outcomes for families. Commissioning and contracting arrangements will be informed by effective data, needs analysis and feedback from children, young people and their parents or carers.

Our Journey so far is described in our [Services for Children and Young People Commissioning Strategy 2016-18](#). This document:

- sets out our approach to commissioning and describes our collective commissioning intentions to support children, young people and their families across North Lincolnshire;
- explains how we gather information to understand different population's needs and
- outlines our approach to commissioning, collaboration, workforce development and market development.



In North Lincolnshire we believe that effective commissioning is about reshaping, creating and developing the **right service**, at the **right time**, in the **right place**, delivered by the **right people** in response to the changing population and changes in population needs. In North Lincolnshire we are committed to working together to transform and commission services to ensure that:

- ➊ children safe and are safe
- ➋ families and carers are supported
- ➌ we transform lives, for the better

## Our Systematic approach to commissioning



**Joint and Collaborative Commissioning** - The Health and Wellbeing Board is responsible for encouraging joint commissioning and encouraging and promoting integration across partners to improve outcomes and reduce inequality for the population of North Lincolnshire. North Lincolnshire Council will work collaboratively with the CCG and NHS England and will jointly co-commission services where this will have a positive impact on outcomes for children and young people. A number of commissioned services are jointly commissioned between NLC and the CCG which are highlighted below:

<ul style="list-style-type: none"> <li>• Volunteer Family Support Service</li> <li>• Specialist Therapeutic Service</li> <li>• Support Service for the Parents of Disabled Children.</li> <li>• Joint working is undertaken in relation to the following services:</li> <li>• Services and developments included in the CAMHS</li> <li>• Transformation Plan</li> <li>• Child Adolescent Mental Health Services (CAMHS)</li> <li>• Healthy Child Programme (0 to 19 years)</li> </ul>	<ul style="list-style-type: none"> <li>• Perinatal Services (Mental Health)</li> <li>• Provision of LAC Health Team</li> <li>• Co-location of Health in the Single Access Point for Children's Services</li> <li>• Support for the Youth Offending Service</li> <li>• Health and Education Workers to meet the complex health needs of children in special schools</li> <li>• Speech and Language Therapy.</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Next Steps

We will continue to work with local people to understand and meet their needs and outcomes through effective commissioning. Our commissioning priorities for 2017-18 include:

- ⇒ Agree and implement the vision for an integrated 0-19 Healthy Child Programme with a specific focus on early identification of need
- ⇒ Deliver on our commitments in the Child Adolescent Mental Health Services (CAMHS) Transformation Plan
- ⇒ Re-commission the range of short break services for disabled children, including joint commissioning with health of a support service for parents of disabled children.
- ⇒ Reviewing and recommission targeted speech and language services (SEND)
- ⇒ Continue to seek out further opportunities to jointly commission services where it meets the outcomes of children and young people/
- ⇒ Review services for pupils with additional needs.

## Achievement for all

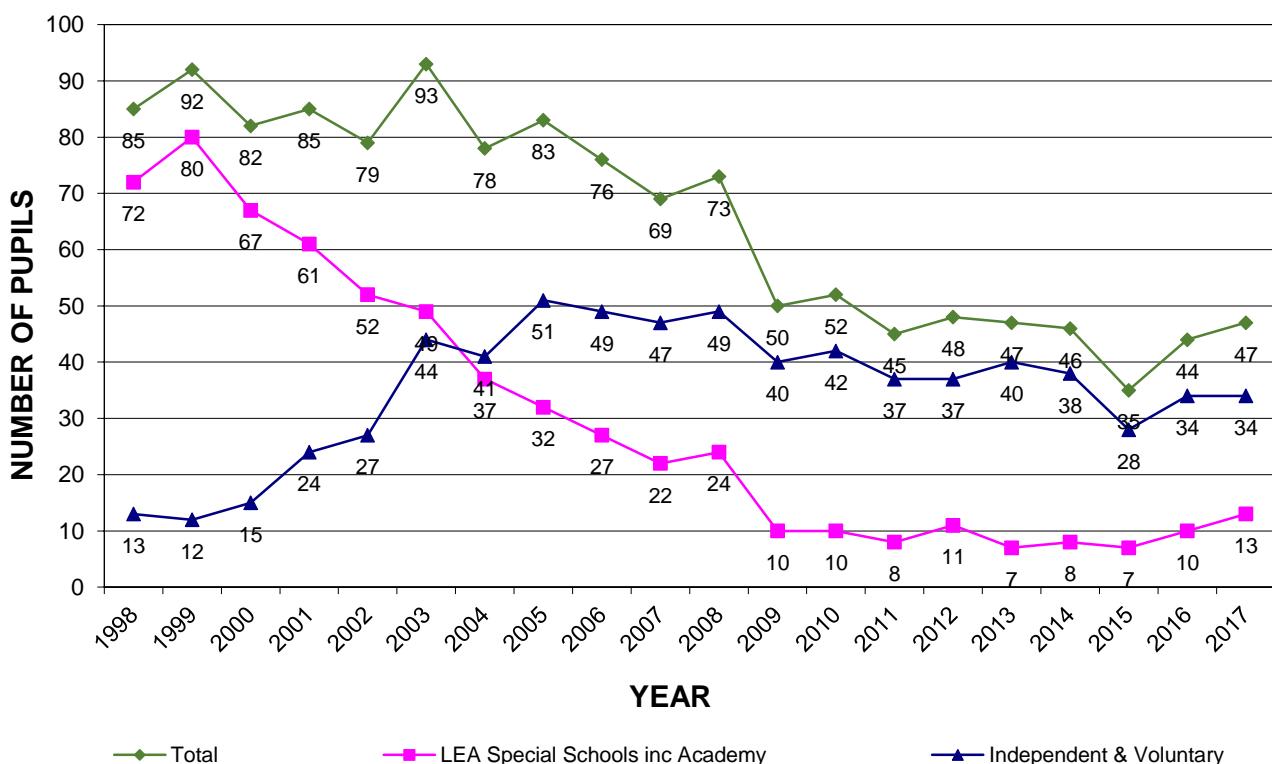
**Ambition: The vast majority of SEND children and young people will have their needs met in mainstream school and college provision within North Lincolnshire.**



The overwhelming majority of children and young people with SEN – identified at SEN Support or with a statement of SEND / EHCP - attend mainstream provision in North Lincolnshire. Their needs are met through a graduated approach of universal, targeted and specialist support. Where assessed need requires support that is in addition or different to the SEND support offered by their school, this will be funded from the High Needs Budget and monitored at the Annual Review.

The sufficiency and quality of specialist education provision in North Lincolnshire is developing - supporting a further reduction in the need for out of area non-maintained and independent special school placements.

### NORTH LINCOLNSHIRE STATEMENTS / EHCP PLACED IN OUT OF AREA SCHOOLS



*NB Includes independent mainstream schools*

As we develop our local offer to children and young people with SEND, we are increasingly able to meet their needs locally. In 2016 – 2017 92% of pupils with statement of SEND or an EHCP attended local provision. Just 47 children and young people attended mainstream and independent special schools in other local authorities. 13 children and young people attended a maintained or academy special school and 34 attended an independent special school. This slight increase reflects the wider age range for children and young people with an EHCP - prior to 2016 this data did not include young people 16 – 25 who now have an EHCP.

Where children and young people were placed in a specialist school this is a result of an identified need, or through parental choice. A very small number of young people chose to attend a specialist provision due to a sensory need (for example, Doncaster School for the Deaf). Many children and young people attending out of area schools were able to attend as day students and did not require residential provision.

Attendance and exclusions of children and young people with an EHCP attending a school or college out of area, is monitored on our behalf by an organisation called Welfare Call. This enables us to have up to date information so we can intervene if young people are not engaging with their provider. In addition all independent providers are subject to a robust monitoring process overseen by our Education Inclusion Senior Officer (Monitoring Independent Provision),

Following a review of North Lincolnshire Council's Access and Inclusion Service, this now includes a new service area for Emotional Health and Well-being with a multi-disciplinary team of psychologists and specialist support staff; the development of a CAMHS project to improve the capacity of schools to work with young people with mental health needs at the universal and targeted level; the development of specialist provision within North Lincolnshire to meet the needs of children in Key Stage 2 who have identified or emerging social, emotional or mental health needs. As this service embeds we anticipate a reduction in independent provision.

Within North Lincolnshire we have had a strong history of joint working between the CCG, North Lincolnshire Council and North Lincolnshire Special Schools, to ensure the health needs of children and young people are met in all settings, with the aim of guaranteeing that child's complex health needs do not act as a barrier to them accessing a range of services.

In an attempt to develop a long-term more sustainable and holistic model of practice the CCG and Special Schools developed new Education and Health Care Practitioner roles (Level III, Teaching Assistant(TA)). These roles were jointly commissioned by the CCG and Special Schools to meet the holistic needs of children with complex health needs in the school environment. These TA's working in partnership with the identified Children Community Nurses within the Special Schools to ensure that all children and young people – some with extremely complex health needs, are able to access education, and associated activities locally.

In order to both raise standards and improve the governance arrangements and continuity of care, a Nurse Educator Role was jointly commissioned by the CCG and North Lincolnshire Council. This role is part of the Children's Community Nursing Service and ensures that all care providers are trained and have had their competencies assessed to the required standard, in line with local policies and individual care plans.

**Ambition: The sufficiency and quality of mainstream and specialist post-16 and post-19 education provision in North Lincolnshire will be developed – supporting a reduction in the need for out of area specialist college placements from 17 in 2014 to less than 10 in 2017.**

Changes in the way the Education Funding Agency funds post 16 provision for students with an EHCP has meant that North Lincolnshire now has responsibility for High Needs funding for these students. This has driven increased partnership work with our local colleges and special schools (maintained and independent) and increasingly creative and personalised approaches to the curriculum for students with special needs. Some of our post 16 students on roll at St Hugh's Communication and Interaction Specialist College attend work placements and engage in community learning in locality hubs alongside adult learners. We have commissioned supported internships for young people who might benefit from learning within a work-based environment.

As a result of consultation with young people and their families during the independent review of SEND provision, we have re-focused the role of our careers advisors and they now work with children and young people with an EHCP as well as those who are NEET. They both support and challenge providers to strengthen preparation for adulthood for young people with SEND. The team has a focus to improve transitions for young

people into adult provision, working closely with adult health and social care professionals to ensure young people's voices are at the heart of a person-centred planning approach, developing pathways for employment, housing, good health and community engagement.

In 2017 we have supported an independent training provider to achieve registration with the Department for Education as a specialist post 16 institution.

Currently 14% of our young people with an EHCP attend an out of area specialist provision. A number of these young people will transition to adult health and care services post 19.

**Ambition: Overall progress for children and young people with SEND will be above the national average and statistical neighbours.**

Although children and young people with SEND are not yet achieving in line with their non-SEND peers, outcomes continue to improve and overall progress rates are above their peers nationally.

**Ambition: The percentage of North Lincolnshire Special Schools (including independent sector) judged good or better in Ofsted inspections will improve from 75% to 100% (NB. Two maintained and three independent provisions).**

In 2016 **100% specialist provision in North Lincolnshire was judged good or better by Ofsted**. This includes maintained special schools and independent special schools. St Hugh's Communication and Interaction Specialist College was rated outstanding.

**Ambition: The percentage of SEND children and young people attending mainstream schools judged good or better in Ofsted inspections will improve to above national average by 2017 ensuring that more children and young people with SEND are well taught and make good progress.**

In 2016 85% of children and young people with SEND attend provision judged good or better by Ofsted. This is a reduction from 90% in 2015, as 2 out of area special schools were given notice to improve by Ofsted. These 2 schools are being monitored closely by the Education Inclusion Senior Officer (Monitoring Independent Provision) working closely with the Children's Commissioning Team.

EHCP Providers	good or better
NL Primary Schools	91%
NL Secondary Schools	98%
NL Independent Schools	100%
Out of area schools	66%
Post 16 providers	91%

**All our Children's Centres have been judged good or better.**

**Cygnets our short breaks residential unit is judged outstanding by Ofsted.**

**Ambition: There will be improved attendance and reduced persistent absence rates for those with SEND in primary and secondary schools from 6.3% in 2014.**

The national dataset for this indicator has not been published.

For children and young people placed in independent schools and those placed out of area, we have worked in partnership with Welfare Call to develop an attendance monitoring system which allows us to know when children and young people are absent from school and take appropriate action.

Children and young people attending independent specialist provision are our children with the most complex medical and emotional needs. However it is our aspiration that all children attend school on a regular basis in order to have the opportunity to achieve the best outcomes. We continue to work with providers, children and young people and their families to improve attendance.

**Ambition: There will be an increase in the percentage of young people with SEND aged 16-19 engaged in learning or training and there will be robust monitoring arrangements in place to ensure quality and progression - informing future commissioning requirements.**

The Careers and Progression Team monitor our young people robustly and make regular contact with them throughout their journey into adulthood. Our young people are encouraged through intervention and activities to focus upon their ambitions and aspirations.-

We do know that of young people with SEND in this age group:

- 93% are engaged in learning
- 3.5% are Not in Education Employment or Training (NEET)
- 2.8 % are Not known.

These figures represent a higher proportion of SEND young people in Learning and a lower proportion of Not Knowns than nationally.

*Not known* means we have been unable to contact them to track their longer term outcomes. This may be because they have moved out of the area and not left contact details. We do make every attempt to identify where these young people may have moved to and our ability to do so is better than other areas nationally supported by termly team initiatives.

The percentage of those with SEND in learning is higher than national and higher than for the whole cohort. The percentage of those with SEND who are NEET is half that nationally and very similar to the whole cohort. Actions to address the NEET and Not Known include team-wide interventions and dedicated tracking. Year 11 potential NEETs are closely monitored and referred to the Engagement Panel; 17 Plus NEETs are referred to the Preparation for Adulthood Group and College students are tracked and seen termly.

The team are currently involved in a Post 16 Re-engagement plan with the Colleges and a Preparation for Adulthood Event is scheduled for the 14<sup>th</sup> of November 2017.

Our Careers and Progression Team will continue to make every effort to engage all young people 16-19 in education, employment or training.

**Ambition: Points of transfer between key phases and schools will be well-planned and provide for both continuity and an increased level of learning challenge.**

Transitions for children with an EHCP who have complex needs at both early years and from primary to secondary are monitored by education providers - supported by the specialist teams in education, health and social care - who work with them and know them best. For this group of children and young people robust transition plans are developed at annual review, to ensure the any change in provider is a positive opportunity.

The Preparation for Adulthood Group is a practitioner group of professionals from education, health and care – including schools and colleges – which supports the transfer between children and adult services, ensuring young people are at the heart of every decision. In 2016 additional capacity was created by the creation of the Careers and Progression team which follows an individual casework approach to further strengthen the voice of young people and their families and person centred planning.

**Ambition: There will be increased support and challenge to education providers – supporting and embedding an inclusive ‘can do’ culture for all our children and young people. This will be evidenced through reduced rates of Fixed Term Exclusion (FTE) for children and young people with SEND (5.49% in 2013/14) and continued low rates of Permanent Exclusion (PE)**

Support and challenge to providers has been a key focus for North Lincolnshire specialist teams who work with children and young people with SEND. Whilst exclusion rates for all pupils have increased in the area, pupils with a statement or EHCP have seen their exclusion rates fall. However, for those at SEN Support this is a different picture and providers are monitored very carefully and challenged robustly.

The North Lincolnshire Education Standards Board (ESB) recognises that the accountability for overall education standards and outcomes for the most vulnerable children and young people is owned collectively and provides a coordinated approach to improving outcomes for all children and young people – including those with SEND. This coordinated approach ensures high quality outcomes for our most vulnerable children and young people – sustaining the North Lincolnshire culture of inclusive practices and cooperation within the schools’ sector.

The Fair Access and Inclusion Panels report to the Inclusion Partnership and monitor each education provider in terms of fixed term and permanent exclusion. Maintained schools are held to account by the ESB and in 2017 the ESB wrote to the Regional Schools Commissioner regarding exclusions by academies.

The local authority will continue to challenge and support schools to make reasonable adjustments for children and young people with SEND.

**Ambition: The monitoring and support arrangements for children and young people with complex health needs, medical conditions and emotional well-being needs will be enhanced to ensure that all have opportunity to achieve their potential.**



Following on from the independent report on SEND provision in North Lincolnshire, we have undertaken a review of services supporting children and young people with complex health needs and those with identified social emotional and mental health needs. This area is part of a service restructure to ensure monitoring and support arrangements will be enhanced for this vulnerable group. An audit of all schools has been undertaken to ensure children and young people with medical needs are supported by a suitable school policy and an individual health care plan where required. The appointment of the Nurse Educator, based at the two maintained special schools provides additional outreach support to mainstream schools and colleges in the development of school staff and individual health care plans for children and young people with complex health needs.

We are committed to meeting the emotional and mental health needs of children and young people with Learning Disabilities in North Lincolnshire. We identified that we needed to develop and retain the required level of specialist skills within the local CAMHS service. As such, a revised model of commissioning was developed by North Lincolnshire, whereby a local private Psychology provider, with expertise within Learning Disabilities and Mental Health were commissioned, to provide the necessary assessment and interventions for this population group. This model of practise is supported through the CAMHS single point of access and has enabled us to build up a much better picture of children and young people’s mental health needs.

In addition to this model of practice being commissioned, the local Emotional Health and Wellbeing Transformation Plan, identified the need to develop a more proactive model of mental health support for children and young people in North Lincolnshire, with the aim to identify children and young people with

learning difficulties and emerging emotional and mental health problems early, and to ensure that the appropriate preventative packages of care / interventions are put in place.

In parallel with the commissioning of specialist 1-1 therapeutic support, we have commissioned the same provider to deliver a one year pilot, of a revised preventative model of support and an associated workforce development framework.

This pilot has involved the following:

- The training of 20 learning difficulty Mental health champions across Education, Social Care, Education Psychology, Children's Community Nursing and Education Psychology
- The identification and training of 5 specialist practitioners in LD and Mental Health across Health Education and Social Care
- The implementation of a revised preventative model of practise, whereby Specialist Psychologists are working proactively within both of the Special Schools, with the mental health champions, to identify children and young people with emerging concerns early and advise, consult and supervise staff on the appropriate holistic interventions –

Children and Young people and their families have been consulted about the development of mental health services and their views have been used to shape and influence key strategy and planning documents and they continue to be involved in their implementation e.g. *Emotional Health and Wellbeing (CAMHS) Transformation Plan*. The focus of the priorities within the *Children's Strategy* were specifically identified as a result of their views and developed in the context of a challenge to partners.

Through lifestyle surveys, there are established processes for gathering the views of children and young people from 5 to 19 regarding their health and wellbeing. The information gathered from these surveys, which is detailed in the *Adolescent Lifestyle Survey summary document* and the *Primary Lifestyle Survey summary document*, informs service planning and commissioning, as well as specific actions within learning settings.

**Ambition: The impact of bullying in relation to all our children and young people (including those with SEND) will be reduced through enhanced support and challenge.**



North Lincolnshire has recognised the importance of children and young people's emotional health and wellbeing in underpinning every aspect of the priorities and outcomes in our current and previous Children and Young People's Plans. We have listened to the voices of Children and Young People through our Youth Council, Make your Mark, Square Table Event and the Adolescent and College Lifestyle Surveys telling us that good emotional health and wellbeing is important to young people. We continue to listen to the views of children and young people about the things that affect their lives and matter to them. Our Emotional Health and Wellbeing Strategy has been developed in response to young people's views. The Adolescent Lifestyle Survey 2013 identified that the majority of young people have a positive outlook on life and most are happy, confident

and feel they have a lot to be proud of. However we know that more things can be done to improve young people's situations. Young people have said that they want:

- Clear information from approved sources in a variety of ways to enable them to understand issues of emotional wellbeing and mental health
- To be supported to build resilience
- Understanding of their mental health in the context of external factors and pressures
- Swift and confidential access to a trusted/supportive adult who knows what to do to help and where to go
- A simple offer for emotional wellbeing and mental health services
- Assessments and services tailored to meet their individual needs and circumstances
- Swift access and choice to specialist services

There is much already in place to support these ambitions for local young people but we recognise we have more to do. We will build on the good practice we have locally. We have a better understanding of how we can work together and have a much better knowledge of the needs of our young people and what is important to them. We have a growing body of evidence of what works and feedback from children and young people to inform our planning and commissioning. This strategy will be fundamental to the development of our [Transformation Plan](#) as we implement Young People in Mind.

In November 2016 anti-bullying week took place before the start of Disability History Month. Resources were provided for schools and colleges to explore bullying within the PSHCE curriculum and whole school assemblies.

Schools update their bullying processes annually. The majority of schools celebrate anti-bullying week (November) and safer internet day (February.) They receive a termly report on bullying data and anti-bullying co-ordinators also meet termly to discuss themes identified in the reports.

LSCB anti-bullying training is run yearly for professionals and Peer Mentors

## Child and family first

**Ambition: SEND children and young people and their families will have an active role in determining and implementing any plan (Early Help / EHC Plan) through person-centred strengths-based approaches and outcome-focussed planning.**

In North Lincolnshire, the views of children, young people, parents and carers are truly valued. Through the Health and Wellbeing Board, the Council and its partners are committed to working together to ensure that 'nothing about you is without you' and that children, young people with SEND and their parents and carers are at the centre of all that we do, to ensure that:

Through the [Service User Engagement Statement](#), we are committed to engaging with children, young people, parents and carers at an individual, service and strategic level.

- **Individual** – children and young people are involved in decisions that affect their lives (including assessments, plans and reviews)
- **Service** – children and young people have an opportunity to feedback on services and are consulted on service changes (including service review and service redesign)

- **Strategic** – information gathered from individual and service level engagement is fed into priority setting, strategies and plans and children and young people are supported and encouraged to get involved in things that matter to them

There has been significant progress in the way we capture the views of children with SEND, particularly those with non-verbal methods of communication. Through imaginative approaches, children and young people are being supported by skilled staff who are using a mixture of observations, knowledge and information from others.

- A range of **communication techniques** are employed to gain the views of disabled children and young people and ensure that they can participate in meetings and visits. Relevant workers are trained in Makaton and have access to InPrint (Symbols database). They also have an understanding of picture exchange communication systems (PECS) and how to use this to gain the views of children and young people
- It has been recognised that using a multimedia approach can create a better platform for sharing information and experiences which will impact on shared outcomes and involvement in decision making. Through the use of **Wiki's**, work is ongoing to develop the use of this innovative practice to capture the views of children, young people and their parents and carers.
- There is a commitment to **child friendly plans**, where children, young people, parents and carers are supported and enabled to contribute to their own plans which are easy to access and understand. All children open to a social worker have a child friendly plan that is developed to support their understanding of their overall plan. Better understanding of their plans allows children, young people, parents and carers to be able to provide meaningful feedback and active participation in reviews.
- Children, young people and parents and carers are engaged in **Education Health Care Planning (EHCP)** processes, along with relevant partners. EHCP co-ordinators are in place to take parents and carers through the new EHCP process as a means of ensuring their understanding and engagement leading to improved outcomes.
- From a child in care perspective, young people are supported to engage and contribute to the development of their **Personal Education Plans (PEPs)** and their wishes and feelings are taken into account as part of the decision making and target setting process.
- There are robust arrangements in place to ensure young people's engagement in their **preparation for adulthood**, which is linked to EHCP process. Preparation for Adulthood starts in primary settings, both mainstream and specialist in order that children can develop knowledge and skills as they transition through their learning settings into adulthood. This takes into account the wishes and feelings of children and their parents and carers who have indicated the need to develop more life skills.

**Ambition: There will be improvements in the quality and range of information available to SEND children and young people and their families to enable them to make informed choices (including access to independent advocacy support).**

North Lincolnshire's SEND Information Advice and Support Service (**SENDIASS**) is provided within the portfolio of Public Health to ensure its independence from disability services provision. It offers independent and impartial advice, information and support to parents of children with SEND and to young people over the age of 16 on a range of issues including: special educational need and disability; disability discrimination; medical needs, school admission, exclusion and transition.

The SENDIASS service listens to the views of parents and children ensuring their voices are heard and that they are represented in decisions that affect them. They do this in a range of ways including: signposting to appropriate sources of information; giving advice about rights and responsibilities; provide independent parental supporters for EHC assessment; to supporting parents through to tribunal when they are challenging Local Authority decision making on provision. All officers within the service have undertaken appropriate training including legal training to ensure they can provide accurate and well informed advice to parents, schools etc.

**Kaleidoscope** provides independent advice and support on Education, Health and Care Plans for children and young people with SEND and their parents and carers. The support available is tailored to the particular needs of individual families and is focussed around explanation of statutory assessment and planning processes, ensuring views are heard and taken into account, attendance at meetings, drafting letters, links with agencies, checking documents, ensuring understanding, providing advice about personal budgets and signposting. Also offers a wide range of services to support children and young people with SEND and their parents and carers. Their building is fully accessible, including a wet room with hoist and changing bed, outdoor play area with a sensory garden and a variety of meeting rooms. The service strives to empower families to overcome barriers they may face and recognise that disability impacts on the whole family.

**The Children's Advocacy Service** offers independent representation of children's views and wishes in relation to their own care and the provision of service to them. Advocacy is available to children in care, children in need and to children with disabilities. In addition to referrals for specific pieces of work with individual children and young people the advocate supports children who wish it by ensuring their views are represented at reviews. The advocate regularly drops in at the short breaks provision and visits children and young people in care who are in agency placements. This includes children with disabilities who are in residential accommodation. The advocate has worked with young people in transition to ensure that where possible their views are sought and reflected in decision making and that at all times their best interests are the paramount consideration. The advocate has undertaken training in aids to communication with children with disabilities.

A range of information leaflets for children and young people and their parent / carers have been produced in partnership with our PIP Forum and SENDIASS. These are available on our Local Offer website. We always include information about how to contact SENDIASS in our correspondence with families. We provide schools and colleges with a range of material to offer to students with SEND, including information about how to request an EHC assessment and how to contact SENDIASS.

The PIP Forum has worked with our SEND Project Manager to develop the online Local Offer, which was showcased during a series of road shows for parents and at the Annual Parent Conferences in November 2016 and 2017.

**Ambition: A 0-25 assessment and planning process for children and young people with SEND leading to a single Education, Health and Care (EHC) Plan will be increasingly well established as the 'transitional plan' arrangements near a close (Statements to EHC Plans). Transitional Plan in place for 2014-18.**

The statutory Transition Plan is reviewed annually and children, young people, their families and education providers are encouraged to participate in the consultation process that takes place prior to publishing the plan each September. The plan outlines the consultation on moving from statements to Education, Health and Care (EHC) Plans. North Lincolnshire has received guidance on transitional arrangements from the Department for Education (DfE), which sets out how the legislation relating to children and young people with special educational needs (SEN) will be implemented. Our Transition Plan can be viewed on the Local Offer website [www.northlincslocaloffer.com](http://www.northlincslocaloffer.com)

As of July 2017 there remain 170 statements still being maintained by the Authority. Of these, the process to transfer has been initiated for 127, and of these, 56 draft EHC Plans have been issued. We are confident that with support from education providers we will complete our Transition Plan within the statutory timeframe. In terms of % of statements converted to EHCP we are 10% above the National transfer figure.

82% of new EHCP are completed within 20 weeks compared to a National completion report of 56%.

**Ambition: Education, health and care services will be delivered in an increasingly integrated way so that the experience of families accessing services is positive and children and young people's safety, well-being and health outcomes are well promoted alongside their educational progress and achievement.**

Wherever possible partners in education, health and care work together to deliver an integrated service for children, young people and their families. Partners attend decision making panels, such as SENDAP and Complex Care; practitioners' forums such as the Preparation for Adulthood Group and have a strategic role overseeing development of the SEND reform and school improvement on the SEND Partnership and Inclusion Partnership.

Jointly commissioned services such as Speech and Language Therapy enable children and young people to receive assessment and intervention at school rather than in a clinic based environment, which means attendance for therapy sessions is high with lower rates of discharge due to non-attendance.

Our Nurse Educator (another jointly commissioned role) supports staff development in our mainstream and specialist schools and short breaks services, to implement quality individual health care plans for children and young people with complex health needs.

Short breaks for disabled children are also jointly commissioned wherever possible, including our successful summer play scheme which enables our children with complex health needs to participate in stimulating and safe activities – fully supported by staff trained to meet their medical needs.

Kaleidoscope, another service jointly commissioned with Health, provides a wide range of services to support the parents, carers and siblings of children and young people with additional needs, disabilities and long term health conditions. Services include:

- Emotional and practical support, advice and guidance
- Welfare Benefit workshops to assist families (DLA/PIP and other benefits)
- Parent to parent support, a peer support programme
- Support groups
- Activity sessions for under 5's, a joint provision provided with the support of the Early Years Inclusion Team
- Support for Siblings, a monthly support group for SIBS aged 8 to 16 years
- Training courses for parent/carers, these include Paediatric 1st Aid, Mindfulness and Sleep solutions.

Children, young people and their families are an important part of the integrated commissioning process. For example, in relation to the re-commissioning of health visiting and school nursing services children, young people, parents and carers were consulted via a range of methods including structured questionnaires, group discussions, focus groups and an online survey. The feedback indicated that parents and carers had some clear ideas about what they wanted, as did young people. An overview of the feedback was incorporated into a ***Re-Commissioning 0 to 19 Services Consultation 'You Said – We Did'*** document and the views of children, young people, parents and carers were used to shape and influence the commissioning process and shape the new service on what they value the most. The service is integrated so that it supports the whole family regardless of the age of the child or young person are more aware of the staff and service e.g. through marketing resources, school and academy assemblies, social media, drop ins, attendance at parents evenings etc.

Disabled children and young people along with their parents and carers were consulted on their views and experiences of services, the outcomes of which helped to shape the service specification.

**Ambition: There will be more opportunities for feedback and consultation to inform provision and service development – at the point of access and in relation to integrated strategic commissioning across partner organisations (including education, health and care).**

In North Lincolnshire we have a proud tradition of listening to the voice of children, young people and their families. We listen to young people when identifying their individual need and their voice and aspiration is central to planning at SEN Support and EHCP level. Young people are encouraged to participate in person centred reviews and develop outcome focused plans with the professionals working to support them.

Collectively as a group we listen to young people in a number of ways, for example:

- Lifestyle Surveys
- Make Your Mark
- Great Debate
- Young Inspectors programme
- Youth Council, CYP Partnership and other engagement groups and networks

The North Lincolnshire Youth Council (NLYC) is a constituted group which has representation from children and young people with special educational needs and disabilities. It aims to:

- provide a forum for young people to have a voice on things that matter to them
- represent the views of young people aged between 11 and 20 (up to 25 for young people with additional needs)
- communicate and promote the views of young people
- raise the profile of young people in a positive way
- highlight issues affecting young people
- shape and influence priority setting, service planning and delivery and ensure the views of young people have been taken into account

There are a range of established engagement groups for specific population groups, which include children and young people with SEND, that help to inform service delivery. Examples of these include:

- **Children in Care Council** – the role of the CICC is to represent the views of children and young people in care and leaving care, to provide views on life in care, service delivery, strategy, plans and other specific issues to inform service planning and policy making, to be involved in decision making processes and to help deliver training.
- **Young Carers** – this is a forum for young carers to come together for mutual support and assistance. Young carers meet for peer support, activities and consultation work.
- **Cool Kidz Group** – this group represents the views of children and young people who have a child in need or child protection plan. The group meets for a mixture of social activity and consultation work.
- **Feeling Safe Group** – this group represents children and young people in learning settings who have the opportunity to meet on a termly basis to discuss issues relating to their safety – in and out of their learning setting.
- **Kaleidoscope Engagement Groups** – supports children and young people who have disabilities around a particular disability or theme or whose siblings have disabilities.
- **Student Voice** – North Lincolnshire has a strong reputation for listening to student voice. There are established student voice networks and peer mentor systems in schools and colleges for young people to have their say and contribute to their own learning and their wider learning environment as well as providing support and information to their peers.

## Lifestyle Surveys

Through lifestyle surveys, there are established processes for gathering the views of children and young people from 5 to 19 regarding their health and wellbeing. The information gathered from these surveys, which is detailed in the ***Adolescent Lifestyle Survey summary document*** and the ***Primary Lifestyle Survey summary document***, informs service planning and commissioning, as well as specific actions within learning settings.

## Citizen Voice

Through the **Learning Disability Partnership (LDP)**, there are opportunities for service users, self-advocates and their carers to have a voice about things that affect their lives and their communities in order to help improve outcomes for people with learning disabilities. The ***LDP Workplan Review*** provides information regarding activity, impact and outcomes and the forward plan sets out the areas for action which have been identified following a period of consultation with key stakeholders including service users, self-advocates and their carers.

## Engagement with Parents and Carers

The PIP Forum, which has its own ***PIP Forum Website***, plays two important roles:

- ensuring that parents and carers are involved at a strategic level
- ensuring that parents and carers are aware of and prepared for the significant changes that are taking place and that their voice is heard and they are actively involved

There are established and embedded working relationships between the Local Authority and the PIP Forum, which is recognised as a strategic partner, at the heart of implementing the SEND reforms. There is significant evidence of collaborative working with the PIP Forum and wider parents and carers, for example:

- Co-production of SEND charter
- Jointly co-produced a number of highly successful events for parents and carers in North Lincolnshire. This includes large events such as the Annual SEND Conference for Schools and Colleges. Feedback from the evaluations was used to co-plan and organise further events, this is in addition to the smaller events that have also been organised such as the three SEND Roadshows in May 2016 which covered the Local Offer, Person Centred Planning and information on PIP as well as input from Family Information Services. Other major events have been our second annual SEND Conference for Parents and Carers held on the 19<sup>th</sup> November 2016. Due to the success of these events these will now be repeated each year, with the future agenda and programme being based on the feedback received from parents and carers. All events have been positively received and feedback is available on request and is included in our annual reports.
- Undertake two annual questionnaires on the Local Offer (3<sup>rd</sup> year in succession) – one for parents and carers and the other for children and young people in the Summer term 2017. Information from this has been used for forward planning.
- Further information on these and other events are available in our annual 'You Said, We Did' report for 2014-2015 and 2015-2017  
<http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pagId=3132>

## Partnership and Governance

- Through the **Strategic Engagement Group**, there is an opportunity for partners with engagement responsibilities to come together to share information, impacts outcomes and best practice. Through membership on the **Equality and Inclusion Forum**, this provides further opportunities to share information at a partnership level, particularly in relation to diversity characteristics.
- More specifically, the multi-agency **North Lincolnshire SEND Standards Board** has been established to ensure robust local area governance of SEND.

- In addition, the **Children and Young People with SEND Partnership** is a stakeholder reference group with a specific focus on the activity that requires cross partner working to deliver improved outcomes for SEND children, young people and their parents and carers. One of the main functions of the partnership, which is identified in the terms of reference, is to promote the voice of children and young people with SEND and their parents and carers. PIP Forum members are represented at the SEND/Disabled Children's and Young Peoples Partnership and there is also specific young voice representation through a member of the Participation Team.
- There are other partnership arrangements which provide opportunities for enhanced governance, relationships and collaborative working in relation to children and young people with SEND, including the **Education Improvement Partnership, SEND Provider Network** and the **Engagement Panel**.

**All Our Children 2020**, North Lincolnshire's Education Plan, takes account of young people's views, some of which were directly fed in through the NLYC itself. The NLYC identified that the plan reflects the issues they had raised at their initial consultation session, notably their expectations regarding inclusive practices, emotional health and wellbeing and the quality of the learning experience. The NLYC will be working with education officers to help further develop some of the key priorities in the plan by providing insight into the first-hand experience of children

**Ambition: 'Nothing for us, without us'. A wider group of families, in partnership with the Parents' Involvement and Participation Group (PIP), will be engaged in shaping and developing services.**

We are proud of our strong partnership with our PIP Forum over many years to produce positive impact and to shape services in the following areas:-

Short Breaks, Strategic SEND planning, Carers Strategy, Foresight, Commissioning of Kaleidoscope and fully accessible changing facilities at Normanby Hall and hosting a number of joint conferences and events for parents and carers.

Over the past year there have been a number of formal and informal occasions for stakeholders to consult with professionals across education, health, care and other local wider services. The purpose was to get feedback on what is currently available for parents and carers and children and young people with SEND and how we are, as services, are consulting and acting on feedback to improve local provision. There have also been dedicated events for parents & carers and children & young people. Some of these have also been attended by professionals. Examples of such consultation events that have been facilitated by the Local Authority in the academic year 2015-2016 include:

- Our annual conference for parents and carers  
[www.northlincslocaloffer.com/s4s/WhereILive/Council?pagId=836](http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pagId=836)
- Local Offer Peer Review with Wakefield Authority
- SEND Peer Challenge
- SEND roadshows for parents and carers

More information can be found by visiting the PIP Forum website [www.northlincspipforum.co.uk](http://www.northlincspipforum.co.uk)

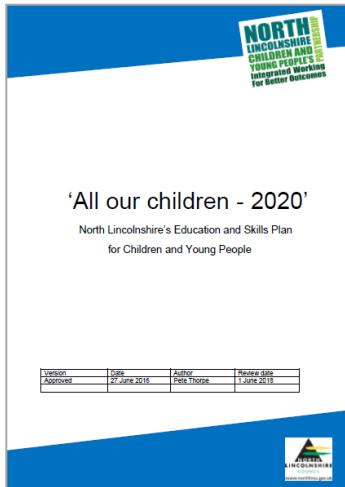
**Ambition: The introduction of Independent Supporters will complement existing SENDIASS and Mediation Services to ensure that formal appeals and disputes remain very low (2013 -14 = 0).**

In 2016-17 we had very few formal complaints from children, young people or their parents and carers. Wherever possible we always seek to resolve any issues that are identified through communication. We also commission an independent mediation service and provide contact information when we respond to a request for a statutory assessment or issue an EHCP. Regular meetings are scheduled between SENDIASS and SEND managers to share parental concerns and seek to resolve issues at the earliest opportunity.

Formal appeals and disputes remain very low compared to other local authorities, with very few cases being lodged at SENDIST during the academic year.

## What next?

Consultation is underway with all our partners to review and update this SEND plan. This plan will align closely with the vision and priorities set out in our new Education and Skills plan for Children and Young People '**All our Children 2020**'.



The drive towards even better outcomes for children will be characterised by child centred approaches, improving outcomes for vulnerable and disadvantaged children, and embedding the sector led system.

As a result, children and young people will:

- **feel safe and be safe**
- **enjoy good health and emotional wellbeing**
- **recognise and achieve their potential**

## Driving forward – our priority actions

People lead improvement. The driving force for further improving the outcomes of children and young people in North Lincolnshire must come from families, communities, professionals and, crucially, children and young people themselves.

### *Empowering children*

Education is essential to empowering children and young people so that they can confidently take their place in society aware of their rights, responsibilities and duties. Children and young people must have a voice, choices and the opportunity to contribute. They need to be equipped to make positive and informed decisions that support their well-being, safety, education and future life chances.

### *Building family and community capacity*

Increasingly, families and communities must take greater responsibility for their own wellbeing and for finding solutions to help achieve positive outcomes. High quality engagement, timely and effective support and the willingness to have the honest conversation are all essential to nurturing family and community resilience. Education providers are essential assets for contributing to social and economic regeneration in North Lincolnshire and will increasingly need to engage with a range of employers and wider community partners.

### *Developing the workforce*

North Lincolnshire has a strong record of recruiting and developing a skilled, professional workforce capable of making a significant difference to the lives of children and young people in the area. Our ambition is that every member of the children's workforce is equipped to meet a broad range of children's learning and developmental needs at the first point of contact, to be able to work confidently with families to build their capacity and to ensure that the right service is available at the right time and in the right place through a graduated approach for SEND.

## APPENDIX I

### Educational Outcomes - Headlines

School Improvement Officers and Leading Teachers for SEND will be working with schools in 2016 to share good practice locally and focus on improving standards for children and young people with SEND at all key stages.

<b>Early Years Foundation Stage</b>	2014	2015	2016	N Lincs 3 year change
Pupils with no identified SEN achieving a good level of development (GLD)	69%	74%	<b>78%</b>	+9ppt
Children with SEN but without a statement/EHC plan achieving a GLD	22%	26%	<b>38%</b>	+16ppt
<b>Attainment gap to peers</b>	47ppt	48ppt	<b>40ppt</b>	-7ppt
Children with a statement/EHC plan achieving a GLD	x	x	x	n/a
<b>Attainment gap to peers</b>	n/a	n/a	n/a	n/a

Source: SFR 50/2016 published 24/11/16 x = data suppressed due to low cohort numbers

Of particular note was the proportion of children at SEN Support achieving a Good Level of Development in the **Early Years Foundation Stage Profile**. This placed us in the **top 25% of all local authorities** in England (=2<sup>nd</sup> out of 151) and 1<sup>st</sup> out of 11 when compared to our statistical neighbours.

SEN Support children outperformed their national peers and statistical neighbours in terms of average total point score across all the early learning goals.

<b>Phonics (Year 1)</b>	2014	2015	2016	N Lincs 3 year change
Pupils with no identified SEN meeting the expected standard of phonic decoding	84%	84%	<b>88%</b>	+4ppt
Children with SEN but without a statement/EHC plan meeting the expected standard of phonic decoding	41%	39%	<b>41%</b>	0ppt
<b>Attainment gap to peers</b>	43ppt	45ppt	<b>47ppt</b>	+4ppt
Children with a statement/EHC plan meeting the expected standard of phonic decoding	19%	10%	x	n/a
<b>Attainment gap to peers</b>	65ppt	74ppt	x	n/a

Source: SFR 42/2015 published 29/09/16

The proportion of children at SEN Support **meeting the required standard of phonic decoding** at the end of Year 1 showed improvement on the previous year's result but the outcome was **below the national, regional and statistical neighbour averages**.

This was the first year of assessment against the **new more challenging curriculum and standards at the end of key stages 1 and 2**. Children are no longer assessed against numerical levels. Instead, their teachers judge if they are working towards, at or at greater depth within the expected standards. It is therefore not possible to compare 2016 attainment with attainment in previous years.

<b>Key Stage 1</b>	<b>2016</b>	National 2016
Children with no identified SEN reaching expected standard in reading	<b>85%</b>	82%
Children with SEN but without a statement/EHC plan reaching expected standard in reading	<b>33%</b>	32%
<b>Attainment gap to peers</b>	<b>52ppt</b>	50ppt
Children with a statement/EHC plan reaching expected standard in reading	<b>18%</b>	14ppt
<b>Attainment gap to peers</b>	<b>67ppt</b>	68ppt
Children with no identified SEN reaching expected standard in writing	<b>80%</b>	74%
Children with SEN but without a statement/EHC plan reaching expected standard in writing	<b>24%</b>	22%
<b>Attainment gap to peers</b>	<b>56ppt</b>	52ppt
Children with a statement/EHC plan reaching expected standard in writing	<b>12%</b>	9%
<b>Attainment gap to peers</b>	<b>68ppt</b>	65ppt
Children with no identified SEN reaching the expected standard in maths	<b>84%</b>	80%
Children with SEN but without a statement/EHC plan reaching expected standard in maths	<b>34%</b>	33%
<b>Attainment gap to peers</b>	<b>50ppt</b>	47ppt
Children with a statement/EHC plan reaching expected standard in maths	<b>12%</b>	14%
<b>Attainment gap to peers</b>	<b>72ppt</b>	66ppt

Source: SFR 42/2016 published 29/09/16

Children in North Lincolnshire performed very well at **Key Stage 1** in 2016 compared to their peers nationally, **outperforming their local, national and statistical neighbour counterparts** in all but one measure. The performance of children at SEN Support was placed in **Quartile B** for meeting the expected standard in each of reading, writing and mathematics in 2016. Outcomes for children with a statement/EHC plan were placed in **in the top 25% of all local authorities** for meeting the expected standard in each of reading (25<sup>th</sup> out of 150) and writing (32<sup>nd</sup> out of 150), whilst performance in maths was ranked 76<sup>th</sup> and placed in **Quartile C**.

<b>Key Stage 2</b>	<b>2016</b>	National 2016
Children with no identified SEN reaching the required standard in reading, writing and maths	<b>55%</b>	62%
Children with SEN Support reaching the required standard in reading, writing and maths	<b>14%</b>	16%
<b>Attainment gap to peers</b>	<b>41ppt</b>	46ppt
Children with a statement/EHC plan reaching the required standard in reading, writing and maths	x	7%
<b>Attainment gap to peers</b>	<b>n/a</b>	55ppt
Children with no identified SEN reaching ARE in reading	<b>64%</b>	74%
Children with SEN Support reaching ARE in reading	<b>28%</b>	32%
<b>Attainment gap to peers</b>	<b>36ppt</b>	42ppt
Children with a statement/EHC plan reaching ARE in reading	<b>7%</b>	14%
<b>Attainment gap to peers</b>	<b>57ppt</b>	60ppt
Children with no identified SEN working at the expected standard in writing	<b>86%</b>	84%
Children with SEN Support working at the expected standard in writing	<b>39%</b>	32%
<b>Attainment gap to peers</b>	<b>47ppt</b>	52ppt
Children with a statement/EHC plan working at the expected standard in writing	<b>14%</b>	13%
<b>Attainment gap to peers</b>	<b>72ppt</b>	71ppt
Children with no identified SEN reaching ARE in maths	<b>75%</b>	78%
Children with SEN Support reaching ARE in maths	<b>35%</b>	36%
<b>Attainment gap to peers</b>	<b>40ppt</b>	42ppt
Children with a statement/EHC plan reaching ARE in maths	<b>9%</b>	15%
<b>Attainment gap to peers</b>	<b>66ppt</b>	63ppt
Children with no identified SEN reaching ARE in GPS	<b>64%</b>	74%
Children with SEN Support reaching ARE in GPS	<b>28%</b>	32%
<b>Attainment gap to peers</b>	<b>36ppt</b>	42ppt
Children with a statement/EHC plan reaching ARE in GPS	<b>7%</b>	14%
<b>Attainment gap to peers</b>	<b>57ppt</b>	60ppt

Source: SFR 62/2016 published 15/12/16

At **Key Stage 2**, the result for children at SEN Support meeting the expected standard in reading, writing and maths combined was placed in **Quartile C** (=85<sup>th</sup> out of 152). Although this is disappointing in comparison with other key stages, it compares favourably with the ranking for all North Lincolnshire children in this measure (132<sup>nd</sup> out of 152).

In North Lincolnshire, 14% of children with SEN support achieved the expected standard in Reading, Writing and Mathematics. This compares to 55% of children with no SEN, giving an achievement gap of 41 percentage points. This is 5 percentage points narrower than the national gap.

Key Stage 4	2014	2015	2016	N Lincs 3 year change	National 2016	National 3 year change
<b>Average Attainment 8</b>						
Children with no identified SEN	n/a	n/a	<b>52.4</b>	n/a	53.3	n/a
Children with SEN but without a statement/EHC plan	n/a	n/a	<b>34.3</b>	n/a	36.2	n/a
<b>Attainment gap to peers</b>	n/a	n/a	<b>18.1</b>	n/a	17.1	n/a
Children with a statement/EHC	n/a	n/a	<b>21.4</b>	n/a	17.0	n/a
<b>Attainment gap to peers</b>	n/a	n/a	<b>31.0</b>	n/a	36.3	n/a
<b>Average Progress 8</b>						
Children with no identified SEN	n/a	n/a	<b>0.16</b>	n/a	0.06	n/a
Children with SEN but without a statement/EHC plan	n/a	n/a	<b>-0.21</b>	n/a	-0.38	n/a
<b>Attainment gap to peers</b>	n/a	n/a	<b>0.37</b>	n/a	0.44	n/a
Children with a statement/EHC plan	n/a	n/a	<b>-0.59</b>	n/a	-1.03	n/a
<b>Attainment gap to peers</b>	n/a	n/a	<b>0.75</b>	n/a	1.09	n/a
<b>A*-C in English &amp; maths</b>						
Children with no identified SEN	67%	71%	<b>72%</b>	<b>+5ppt</b>	70%	+2ppt
Children with SEN but without a statement/EHC plan	23%	33%	<b>28%</b>	<b>+5ppt</b>	29%	+3ppt
<b>Attainment gap to peers</b>	44ppt	38ppt	<b>44ppt</b>	<b>0</b>	41ppt	-1ppt
Children with a statement/EHC plan	7%	8%	<b>16%</b>	<b>+9ppt</b>	11%	+2ppt
<b>Attainment gap to peers</b>	60ppt	63ppt	<b>56ppt</b>	<b>-4ppt</b>	59ppt	0
<b>EBacc</b>						
Children with no identified SEN	25%	25%	<b>22%</b>	<b>-3ppt</b>	28%	-1ppt
Children with SEN but without a statement/EHC plan	x	4%	x	n/a	6%	0
<b>Attainment gap to peers</b>	n/a	21ppt	n/a	n/a	22ppt	-1ppt
Children with a statement/EHC plan	x	x	x	n/a	2%	0
<b>Attainment gap to peers</b>	n/a	n/a	n/a	n/a	26ppt	-1ppt

Source: SFR 03/2017 published 19<sup>th</sup> January 2017

At **Key Stage 4**, the average attainment score for pupils with a statement/EHC plan was over 4 percentage points higher than the national average and these pupils make more progress between Key Stage 2 and Key Stage 4 than their national counterparts. Average attainment 8 and progress 8 scores are both placed in the **top 25% of all local authorities**. Whilst pupils at SEN Support had a lower average attainment 8 score than their national counterparts, they still made more progress between Key Stage 2 and Key Stage 4 than similar pupils nationally.

	Average Attainment 8 score per pupil			
	Pupils with no identified SEN	SEN support	SEN with a statement or EHC plan	All pupils
North Lincolnshire	52.4	34.3	21.4	48.9
Yorkshire and the Humber	51.9	33.9	16.5	48.9
England	53.3	36.2	17.0	50.1
Statistical Neighbour Average	52.2	34.6	16.6	49.1

#### Pupils with an EHC Plan

- The average attainment 8 score for pupils with a statement or EHC Plan in North Lincolnshire was 21.4, which is 4.4 points higher than the national average of 17.0.
- North Lincolnshire ranks =15<sup>th</sup> out of 149 local authorities in 2016.
- The LA's result is 4.9 points above the Yorkshire & Humber regional average of 16.5 and 4.8 points higher than the Statistical Neighbour average of 16.6.

#### Pupils at SEN Support

- The average attainment 8 score for pupils at SEN Support in North Lincolnshire was 34.3, which is 1.9 points below the national average of 36.2.
- North Lincolnshire ranks =103<sup>rd</sup> out of 149 local authorities in 2016.
- The LA's result is 0.4 points above the Yorkshire & Humber regional average of 33.9.
- The LA's result is 0.3 points lower than the Statistical Neighbour average of 34.6.

	Average Progress 8 score			
	Pupils with no identified SEN	SEN support	SEN with a statement or EHC plan	All pupils
North Lincolnshire	0.2	-0.2	-0.6	0.1
Yorkshire and the Humber	0.1	-0.4	-1.0	0.0
England	0.1	-0.4	-1.0	0.0
Statistical Neighbour Average	0.0	-0.5	-1.1	-0.1

#### Pupils with an EHC Plan

- The average progress 8 score for pupils with an EHC Plan in North Lincolnshire was -0.6, which is 0.4 points better than the national average of -1.0.
- North Lincolnshire ranks =6<sup>th</sup> out of 149 local authorities in 2016.
- The LA's result is 0.4 points better than the Yorkshire & Humber regional average of -1.0, and 0.5 points better than the Statistical Neighbour average of -1.1.

#### Pupils at SEN Support

- The average progress 8 score for pupils at SEN Support in North Lincolnshire was -0.2, which is 0.2 points better than the national average of -0.4.
- North Lincolnshire ranks =35<sup>th</sup> out of 149 local authorities in 2016.
- The LA's result is 0.2 points better than the Yorkshire & Humber regional average of -0.4, and 0.3 points better than the Statistical Neighbour average of -0.5.

Qualification by age 19	2014	2015	2016	N Lincs 3 year change	All LAs 2016	All LAs 3 year change
Students with SEN but without a statement/EHC plan qualified to Level 2 or higher including English and maths	30%	34%	<b>30%</b>	<b>0ppt</b>	37%	+3ppt
<b>Attainment gap to peers</b>	46ppt	43ppt	<b>48ppt</b>	<b>+2ppt</b>	41ppt	+1ppt
Students with SEN but without a statement/EHC plan qualified to Level 3 or higher	26%	29%	<b>25%</b>	<b>-1ppt</b>	31%	0ppt
<b>Attainment gap to peers</b>	34ppt	33ppt	<b>34ppt</b>	<b>0ppt</b>	34ppt	0ppt
Students with a statement/EHC plan qualified to Level 2 or higher including English and maths	13%	12%	<b>16%</b>	<b>+3ppt</b>	15%	+2ppt
<b>Attainment gap to peers</b>	63ppt	65ppt	<b>62ppt</b>	<b>-1ppt</b>	63ppt	-1ppt
Students with a statement/EHC plan qualified to Level 3 or higher	8%	11%	<b>8%</b>	<b>0ppt</b>	14%	0ppt
<b>Attainment gap to peers</b>	52ppt	51ppt	<b>51ppt</b>	<b>-1ppt</b>	51ppt	-1ppt

Source: SFR 16/2017 published 30/03/2017

The proportion of young people with SEND qualified to **Level 2 or higher including English and maths by age 19** is lower than the ‘all local authorities’ averages for children with SEN but without a statement/EHC plan in 2016, as is the percentage of children with SEND achieving at least a **Level 3 qualification by age 19**. A slightly higher proportion of young people with a statement/EHC plan were qualified to **Level 2 or higher including English and maths by age 19** compared with the ‘all local authorities’ average and achieved a 4 percentage point increase on the previous year’s outcome.